



## JOANNA-WOODSON ELEMENTARY

510 South Ellis Street  
Joanna, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	277 Students	
<b>Principal</b>	George E. Marshall, Jr.	864-697-6480
<b>Superintendent</b>	David C. O'Shields	864-833-0800
<b>Board Chair</b>	Jim Barton	864-833-4877

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Average
2009	Average	Good
2008	Average	Average
2007	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

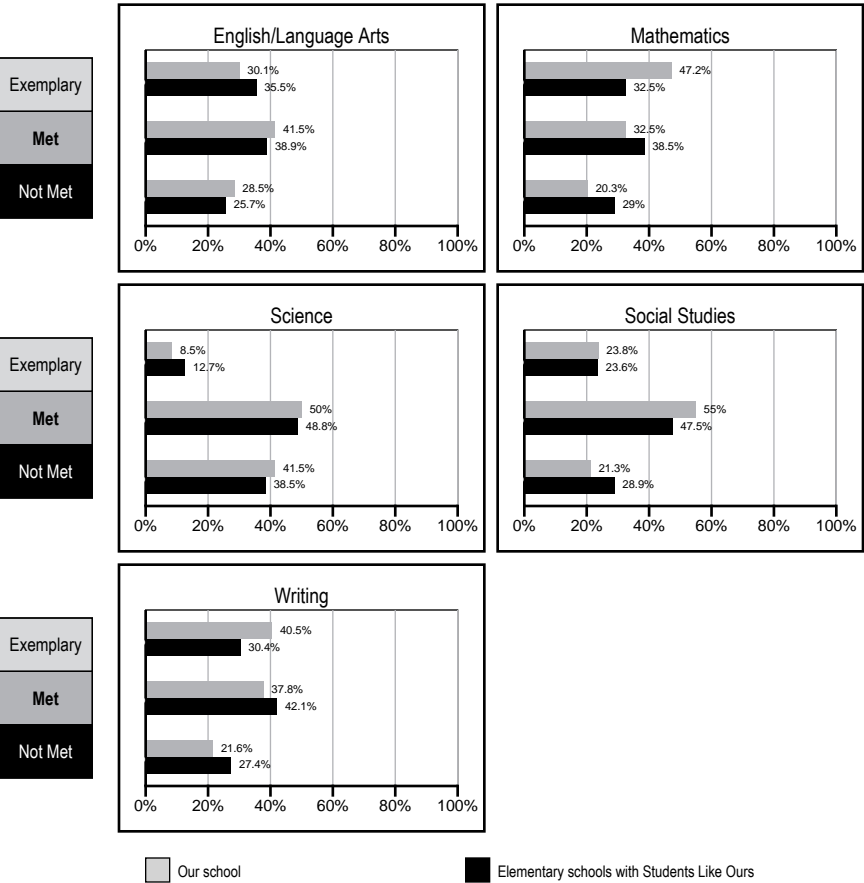
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	19	92	9	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=277)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 2.9%	1.3%	1.1%
Attendance rate	95.5%	Up from 95.1%	95.9%	96.2%
Served by gifted and talented program	8.3%	Up from 2.9%	11.6%	13.4%
With disabilities other than speech	4.0%	Down from 13.9%	4.8%	4.1%
Older than usual for grade	1.1%	Down from 1.7%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	52.9%	Up from 44.4%	60.5%	62.5%
Continuing contract teachers	94.1%	Up from 83.3%	89.3%	88.2%
Teachers returning from previous year	83.3%	Up from 80.1%	87.4%	87.8%
Teacher attendance rate	96.8%	Down from 97.3%	95.1%	95.2%
Average teacher salary*	\$47,679	Up 2.8%	\$46,625	\$46,773
Professional development days/teacher	7.5 days	Up from 6.0 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 21.1 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.2%	Down from 91.6%	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,441	Down 9.9%	\$7,476	\$7,447
Percent of expenditures for instruction**	59.3%	Up from 55.0%	67.0%	68.4%
Percent of expenditures for teacher salaries**	55.3%	Up from 48.5%	64.6%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Joanna-Woodson Elementary School continues to provide a positive and safe environment for all, which promotes high academic standards and expectations for all students. JWES is committed to preparing learners to achieve excellence, embrace change, and forge new traditions.

Academic excellence for all students continues to be our goal. The focus this year has been on building vocabulary in all subject areas, while developing and implementing strategies for classroom instruction. By continuing to be a part of TAP, The System for Teacher and Student Achievement, we have participated in extensive professional development during our cluster times each week, followed up by instructional implementation in the classroom.

The education of the STARS at Joanna-Woodson is a community effort. Local businesses assist in donation of supplies and funds to support educational programs. Local churches in the attendance area support grade levels and classrooms with any needs that may arise. Over 40 community volunteers come in weekly to assist students in reading, math, self-esteem, and other areas. TARGET and other local businesses provided funds to allow our students to participate in field experiences that they would not otherwise have the opportunity to experience. JWES is truly a fine example of the community coming together for one common purpose: EDUCATION.

JWES participated in "FUEL UP TO PLAY 60" this year, a program sponsored by the National Dairy Council and the NFL. This program promotes healthy eating and physical activity school wide. The students participated in taste tests, classroom physical activity breaks, and a FUTP60 club. A \$3000 grant was provided to assist in this school-wide promotion. A kickoff was held this year, and our special guest was Heisman trophy winner and NFL Super Bowl Champion, George Rogers. This was our "Rookie" year and we look forward to continuing this program for years to come.

JWES is a small school with a huge heart for others. Together we collected food for our local food bank, and raised over \$6000 for Relay for Life. This goes to show that small acts of kindness can make a world of difference.

We are blessed to have such wonderful support all around us and know that there are people out in the world that truly care about our future, our children. We will continue to work together as we strive for Excellence...One STAR At A Time.

Cassie Puckett  
SIC Chairperson

George E. Marshall, Jr.  
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	37	34
Percent satisfied with learning environment	100.0%	86.5%	93.8%
Percent satisfied with social and physical environment	100.0%	89.2%	94.1%
Percent satisfied with school-home relations	100.0%	94.6%	93.9%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	131	100	28.5	41.5	30.1	82.9	77.8	82.4	Yes	Yes
<b>Gender</b>										
Male	68	100	29.7	42.2	28.1	79.7	72.9	78.7	N/A	N/A
Female	63	100	27.1	40.7	32.2	86.4	83	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	95	100	25.6	38.9	35.6	85.6	82.6	88.9	Yes	Yes
African American	32	100	37.9	44.8	17.2	75.9	70.3	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	70	26.7	3.3	46.7	45.3	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	100	100	31.2	41.9	26.9	82.8	73.3	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	131	100	20.3	32.5	47.2	84.6	79.3	81.9	Yes	Yes
<b>Gender</b>										
Male	68	100	21.9	25	53.1	84.4	76.4	79.9	N/A	N/A
Female	63	100	18.6	40.7	40.7	84.7	82.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	95	100	17.8	28.9	53.3	87.8	85.8	88.9	Yes	Yes
African American	32	100	31	37.9	31	72.4	69.2	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	60	30	10	46.7	45.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	100	100	22.6	35.5	41.9	83.9	75.4	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	86	100	41.5	50	8.5	58.5	63.5	68.6
<b>Gender</b>								
Male	44	100	39.5	44.2	16.3	60.5	65.3	68.3
Female	42	100	N/AV	N/AV	N/AV	56.4	61.6	68.9
<b>Racial/Ethnic Group</b>								
White	62	100	33.3	56.7	10	66.7	73.8	80.7
African American	21	100	N/AV	N/AV	N/AV	31.6	47.2	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	64.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	24	100	N/AV	N/AV	N/AV	33.3	33.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	63	100	47.5	47.5	5.1	52.5	56.1	57.3

**Social Studies**

All Students	86	100	21.3	55	23.8	78.8	63	72.5
<b>Gender</b>								
Male	47	100	25.6	51.2	23.3	74.4	63.5	72
Female	39	100	16.2	59.5	24.3	83.8	62.6	73.1
<b>Racial/Ethnic Group</b>								
White	66	100	13.1	60.7	26.2	86.9	70.4	81
African American	18	100	52.9	29.4	17.6	47.1	51.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	21	100	N/AV	N/AV	N/AV	52.6	36.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.6	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	63	100	22.4	55.2	22.4	77.6	56.5	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	40	100	21.6	37.8	40.5	78.4	67.3	73.2	95.5	95.6
Gender										
Male	20	100	15.8	31.6	52.6	84.2	65.4	67.2	95	95.5
Female	20	100	27.8	44.4	27.8	72.2	69.1	79.4	96	95.8
Racial/Ethnic Group										
White	30	100	21.4	35.7	42.9	78.6	76.5	81.5	95.5	95.2
African American	7	I/S	I/S	I/S	I/S	I/S	56.3	61.3	95.7	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.5	98.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	44.4	66.7	94.8	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	92.6
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	42	26	94.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.2	65.7	N/A	96.5
Socio-Economic Status										
Subsidized meals	33	100	20	40	40	80	59.4	63.2	95.1	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	49	100	31.3	27.1	41.7	68.8
	4	40	100	30	50	20	70
	5	39	100	18.4	55.3	26.3	81.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	51	100	31.9	29.8	38.3	68.1
	4	41	100	41	43.6	15.4	59
	5	39	100	10.8	54.1	35.1	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	49	100	33.3	33.3	33.3	66.7
	4	40	100	27.5	35	37.5	72.5
	5	39	100	21.1	36.8	42.1	78.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	51	100	31.9	25.5	42.6	68.1
	4	41	100	20.5	41	38.5	79.5
	5	39	100	5.4	32.4	62.2	94.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	25	100	54.2	20.8	25	45.8
	4	40	100	32.5	50	17.5	67.5
	5	19	100	26.3	63.2	10.5	73.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	62.5	33.3	4.2	37.5
	4	41	100	25.6	61.5	12.8	74.4
	5	20	100	47.4	47.4	5.3	52.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	24	100	25	54.2	20.8	75
	4	40	100	30	52.5	17.5	70
	5	20	100	47.4	42.1	10.5	52.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	26	100	21.7	47.8	30.4	78.3
	4	41	100	28.2	56.4	15.4	71.8
	5	19	100	5.6	61.1	33.3	94.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	50	100	46.9	20.4	32.7	53.1
	4	40	100	25	47.5	27.5	75
	5	39	100	23.7	52.6	23.7	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	40	100	21.6	37.8	40.5	78.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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